

Inspection report for early years provision

Unique reference number	507551
Inspection date	21/09/2010
Inspector	Jane Chappell
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1987. She lives with her husband, and adult son. The family live in a three bedroom house in a residential area of Reigate in Surrey. The downstairs of the home is used for childminding and one bedroom is used for children who require a sleep. There is a fully enclosed garden for outside play.

The family have a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone she is registered to care for six children under eight, three of whom can be in the early years age group. When working with her assistant she is registered to care for seven children under eight, six of whom can be in the early years age range.

There are currently five children in the early years age group and one older child on roll all of whom attend on a part time basis. The childminder is a member of the National Childminding Association, the Surrey Childminding Network and since her last inspection has gained a level four qualification in Child Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminders overall professionalism and dedication to her work ensures that she excels in promoting all aspects of children's welfare and development. Children flourish in the safe, inclusive, child-centred environment and make consistently good progress in their learning. The childminder has confidently implemented the Early Years Foundation Stage framework and in doing so ensures that all children achieve well and reach their full potential. The childminder has excellent partnerships with parents and she is proactive in developing strong links with other settings the children attend. The childminder's self-evaluation highlights her commitment to continually update her practice to ensure she continues to offer excellent quality care and education.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outside area. so childrenn can acess freely all the year around.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues; her understanding of her responsibilities towards the children in her care is exemplary which effectively safeguards their welfare. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. The childminder clearly enjoys working with the children and she demonstrates a total commitment to their care and education. Since her last inspection she has completed a recognised early years qualification and constantly seeks information to keep her updated on early years issues.

The childminder is proactive in ensuring all children are included. Children's individual needs are met in all aspects of their care and the childminder's planning demonstrates that children's developmental needs are carefully considered. The childminder welcomes the use of self-evaluation as a working tool, to identify future strengths and targets for improvement. She demonstrates great capacity to continually seek ways to improve through on going plans to develop the service she provides, for example, she is currently looking at how to improve her outdoor area so that it is more accessible throughout the year.

Partnerships with parents are a real strength of this setting and enhances children's learning and has a positive impact on the continuity of care offered. Time is taken to gather information about each child which is then used to plan for their individual interests and needs. Parents receive detailed information about their children's care, progress and development through a variety of different means, which include daily discussion, the sharing of the child's learning journey file, photographs and samples of children's work. Parents are given regular opportunities to comment on their children's observations and assessment ensuring continuity of care for their child between home and the setting. Parents comment on how happy they are with the service stating that being at the childminders is a seamless extension from their home. The childminder also works very closely with other local agencies and professionals, which contributes significantly to ensuring children experience a consistent approach.

The quality and standards of the early years provision and outcomes for children

Children are totally at ease, happy and thriving in the childminder's care. The childminder is actively involved in the children's learning and successfully achieves a very good balance of adult-led and child-initiated activities. She is proactive and enthusiast in ensuring the children are progressing with their development, by observing and making detailed written assessments on all of the children in her care. These assessments are linked to the six areas of learning and include the next step, which allows her to maximise the children's potential in their learning and development. The childminder has an excellent understanding of how children learn through play, based on considerable experience and through attending

ongoing relevant training.

Children learn to be safety conscious as they are encouraged to attempt tasks independently with the childminder on hand to offer support and guidance. Children follow excellent hygiene routines, carefully washing their hands after using the toilet or after they have played in the garden. They develop healthy eating habits as they are positively encouraged to eat fresh fruits. Each child has a five a day chart which they eagerly complete as they eat their fruits and the childminder explains to the children about healthy eating and why it is good for you. Children pick the tomatoes they have grown from the garden and spend time learning about how the sun will then turn them green, taking some home so they can continue to watch this process. Children benefit greatly from the childminder's warm, gentle approach to managing their behaviour. She sets clear boundaries that help children feel secure and implements effective strategies to encourage positive behaviour, such as stickers and consistent praise. Children learn to moderate their own behaviour as they share, take turns and think about how others feel.

Children have an abundance of opportunities to develop their skills in problem solving and numeracy. They show great concentration as they collect the bricks with the digger, counting them out and learning to count on as they add two more bricks each time. They begin to learn more about the world around them as the childminder skilfully extends their play as she introduces new concepts. They enjoy learning about counting in their everyday routines for example as they cut up their banana for snack time counting how pieces they have now. They show great concentration as they learn how to take photographs with the camera and smile with delight as they then see the picture they have taken. The childminder is highly effective in promoting children's knowledge and understanding of the world. They enjoy an extensive range of activities, including growing vegetables, taking nature walks in the local parks looking and learning about the seasonal changes and learning about cultural and religious festivals. Children are actively encouraged in their social development; they enjoy good friendships and learn to respect each other. They practise their physical skills as they confidently play on the apparatus at the local park, independently accessing the outdoor areas and equipment at the local groups and skillfully manipulate the ingredients whilst they bake. Children thoroughly enjoy their time at the setting and are extremely well occupied, stimulated and motivated to learn.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----